
PART III

The Follow-up Training Course Step-by-Step

Follow-up course preparations

Follow-up course schedule

Follow-up course lesson plan



6 The Training Course Step by Step - Follow-up Course in Free-range Chicken Farming

The follow-up free-range chicken farming training course should take place 6 -12 months after the first course. Make sure that you visit the farmers at least once in between the courses to check up on how well they have looked after their hens and how many eggs laid, how many chicks have been hatched and to encourage them in their efforts to look after their free-range chickens.

6.1 Follow-up course preparations

A couple of weeks before you run the course you must tell all the participants that you will be coming to take the follow-up course. The people who came to the first course should come to this one, as well, because you will be giving them information they need to know if they want to be good chicken farmers, so make sure you ask them to come.

The materials needed for the free-range chicken follow-up training course are listed in the checklist in Chapter 10.3.

6.2 Follow-up course schedule

The follow-up training course takes two full days.

On the first day the course leader should look at each of the participant's free-range chickens, their chicken houses, chicken waterers, brooders and nest boxes and ask them how many eggs have been laid and how many chicks have hatched out from the eggs.

On the second day, the participants meet together for the course and tell their "chicken stories". The stories are written on a big chart. When all participants have told their chicken stories the course leader and the participants try to see, by looking at the chart, the main problems the participants had.

Everyone talks about the main problems and tries to see what can be done to fix the problems. People should also celebrate together the good things that have been happening in their lives and in their chicken farms.

Time	First Day	Second Day
8.00 - 8.30	Lesson 18 Talking to chicken farmers; looking at the chicken house, nest boxes, brooders and waterers and finding out how many eggs were laid by the hens, how many hatched and how many were eaten by the farmer and his family. Also look at the garden where food is grown for the chickens. Make sure the chickens are still getting enough food and water each day.	Devotion
8.30 - 10.00		Lesson 19 Introduction to the second training course, welcome, roll call, and farmers telling their "chicken stories"
10.00 - 10.30		Tea-break
10.30 - 12.00		Lesson 20 Finding the problems the farmers had and trying to fix them.
12.00 - 13.00		Lunch
13.00 - 14.15		Lesson 21 Going over the lessons already learnt
14.15 - 14.45		
14.45 - 16.00		

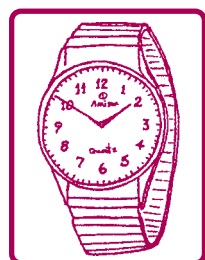
6.3 Follow-up course lesson plan

Lesson 18: Inspection of chicken farms



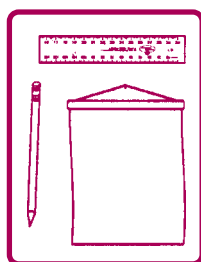
Purpose

- To visit all the chicken farmers and look at their chicken shelters
- To listen while the farmers tell how they have looked after their chickens
- To check the health of the animals
- To see how well the hen has laid and how many chicks she has looked after well
- To help the course leader to learn how well the farmers have been looking after their chickens
- To help the course leader to decide what training is needed for the following day



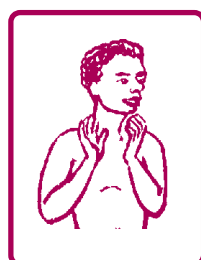
Time

- 1 day



Materials

- List of participants from the first chicken-training course (first and second part)
- Survey form for extension visit (see example in chapter 11, page 135)



What to do?

1. Visiting farmers

Visit all the participants' chicken farms and fill out the extension visit survey form shown in chapter 11, page 135

- Visit all the participants who took part in the first training course, even if all their chickens died, were sold or were eaten. This is important as the reason for their failure or change of mind, regarding being a chicken farmer, will help you to learn things about being a chicken farmer in that area.

- For the farmers who no longer have any chickens, try to find out what happened to their animals.
- Look at the chicken shelter, see how healthy the chickens are and how many chicks they have hatched.
- Fill out the questions on the survey form
- Weigh the grown-up hens and roosters and if possible record when they did hatch. This will allow you to get an idea of how quickly the animals have grown.

Ask the farmer about the way they look after the chickens. Ask what they do well and where they could improve. It is always good to listen to the farmers. As much as possible work with the couple, asking questions and listening carefully to both husband and wife. If children are involved in the farming of the chickens, make sure to give 'honour' to their efforts as this will encourage to keep on with their efforts.

Teaching notes

The information you get from:

- visiting each farmer
- the survey forms
- collected stories
- and by looking will help you to make sure the lessons you use in your second training day will be most helpful to the farmers. Extra lessons may be needed on chicken feeding, breeding, housing or other topics. Sometimes you just can repeat some of the lesson outlines used in the first training course.

Education tip

Finding out what farmers need help with

If farmers are to do what we are teaching them we must first find out

- * what they really need to learn so they can manage their chickens well
- * if there is anything they are doing now that they should be doing a different way
- * if they have everything they need to look after their chickens (enough people to do the work, the right skills to do it, enough good water, enough of the right kind of food to feed their chickens and chicks, agreement from their village that they can keep the chickens, etc.)

To find out the answers to the above questions we need to look and listen carefully before we think we know the answers to our questions. This looking and listening is very important in adult learning. We always need to ask them. We need to watch them as they care for their chickens or other livestock. We should go to their homes, their livestock shelter and their gardens to look at what they are doing. We need to find out what they already know. All this listening and looking and using what we hear and see will help us to make sure we give the farmers what they need to know so they can look after their chickens very well. If you do all these things, the farmers will enjoy your course as they will feel they are not wasting their time because you are giving them what they need.

Finding out what to teach is very important for the follow-up training course.



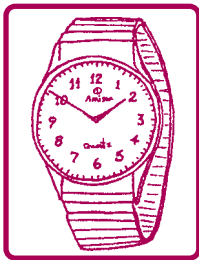
Chicken farmers are visited, encouraged and supported. The survey form on page 135 help our extension officers to check on farmers performance on chicken breeding and to check the health of the animals

Lesson 19: Introduction to the follow-up training course



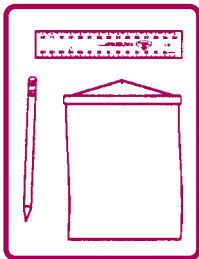
Purpose

- To get to know the farmers again and to help them to get to know you again
- To explain the aim and purpose of the follow-up training course



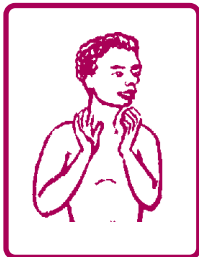
Time

- 1 hour



Materials

- List of participants from first course



What to do?

1. Open the training course with a short devotion and prayer

Training courses are opened and closed with a prayer. The spiritual world is important and it is part of what PNG people believe and know.

2. Roll call

Use the list from the first course and find out how many of them are attending your follow-up training course.

3. Introducing yourself and the other course leaders

Make sure that you and other training course leaders are introduced properly again, if this is needed. Tell the participants something about yourself so they are more likely to trust you and feel happy with you. For example you can tell the participants:

- What you have been doing since you met them in the first course
- How you felt when you visited them on their farms yesterday
- Or tell them what you have liked about the community/participants since you arrived in the village.
- Remember that we believe that chicken farmer trainers should be chicken farmers themselves. They should have personal experiences to share of their own, so that they are not just teaching theory. Remember that we, as trainers, must practice what we preach.

4. The training course goals and programme

Write the follow-up training course goals on the white/black board or have them already written on a stock feed bag (see 4.2, page 18). Use what you saw and heard yesterday to work out what the goals for this day should be. The goals for the training day will most probably include:

- To improve chicken feeding through a good discussion with men and women who are farming the chickens
- To improve chicken breeding by discussing any problems that have arose
- To discuss chicken shelter maintenance so that improvements can be made
- To discuss the problems the free-range chicken farmers have had, with the expectations that the farmers, working with you the trainer, will overcome these problems

Write the programme and topics you think will meet the training course goals on the white board. Here is an example of what could be done on a follow-up training course day:

Time	Training day Topic
8.00 - 8.30	Devotion
8.30 - 10.00	Lesson 19 Introduction to the follow-up training course, welcome, roll call, collection of free-range chicken stories from each farmer
10.00 - 10.30	Tea-break
10.30 - 12.00	Lesson 20 Finding out what farmers need help with
12.00 - 13.00	Lunch
13.00 - 15.00	Lesson 21 Lessons farmers need extra help with. For example feeding, breeding and how to stop chickens eating their own eggs

Teaching notes

Education tip

Making sure that what you are teaching will help the participants to improve their lives and their farming

Men and women are happy when they feel that what they are learning will be of use to them and they can use it to improve the way they live. They need to be able to use what we teach them to improve the way they do things, to know what to do about the things they are worried about and to help them understand what they believe in better. Our teaching could help them with worries about how to look after their family, or their importance or level among the other people in the village. These problems that men and women often think and maybe talk about are important and we must not forget about them in our teaching.

When we are teaching men and women we must make sure that what we are teaching makes a difference to these problems that they have. We must remember that the course participants are not only chicken farmers but are, more importantly, members of a village community, part of a family and that they are worried about improving the lives of themselves and their families, getting enough money for their needs and what their level and importance is, in the village.

As a course leader, you must make sure you remember these things when you are teaching the participants and talking with them so you will be able to give them what they want to know.

As a course leader, however, you must be careful not to tell people how they should act or what they should believe. How they should act and what they should believe is their own business and they must work that out for themselves. If you try to tell them these things you may make them angry and unhappy and they will not listen to you. You can tell them how you would act, but not how they should act.

You should not talk about politics in you lessons as many people have very strong ideas about this and if you say something different from what they think, they can get very angry.



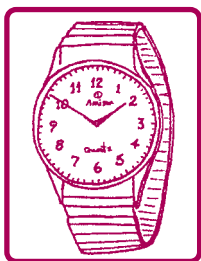
Chart on farmers performance on free-range chicken breeding and management

Lesson 20: Collecting “chicken stories” from the participants



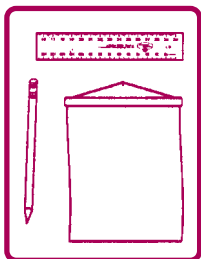
Purpose

- To find out what happened to each participant's chickens after the first training course.



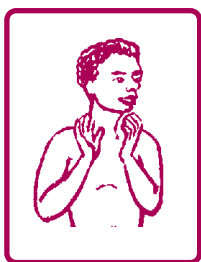
Time

- 90 minutes



Materials

- Chart



What to do

1. Find out what happened to the chickens after the training course?

Ask each participant to come to the front and tell a “story” about what happened to their free-range chickens. Use the list of questions below to help to get the stories from the participants:

1. How many breeding hens do you look after?
2. How many breeding roosters do you look after?
3. How many young chicks/chickens are you looking after?
4. How many times did your breeding hen sit on eggs?
5. How many eggs did they sit on?
6. How many chicks hatched?
7. How many young chicks died?

8. Why did the young chicks died?
9. How many grown up chickens died?
10. Why did they die?
11. How many eggs did you eat?
12. How many eggs did you sell?
13. How many chickens did you kill for eating?
14. How many chickens or chicks did you sell or give to relatives?
15. How many chickens or chicks were stolen?
16. What kind of food and how much did you feed your chicken and chicks?
17. Who normally looks after the chicken in the morning?
18. Who normally looks after the chicken in the middle of the day?
19. Who normally looks after the chicken at the end of the day, making sure they are locked away safely?

Note all the stories/answers on a big chart in front of the group. Here is the chart we use:

Farmers/Question		1	2	3	4	5	6	7	8	9	10	Total
1	Number of hens											
2	Number of roosters											
3	Number of chicks and young chickens											
4	# of hatching?											
5	# of eggs?											
6	# of chicks hatched?											
7	# of chicks died?											
8	Why did they die?											
9	# of grown up died?											
10	Why did they die?											
11	# of eggs eaten?											
12	# of chickens eaten?											
13	# of chickens sold/wantoks?											
14	# of chickens stolen											

Teaching Notes

The chart will give you and the participants a good idea of what has happened to the chickens and how good or bad the various farmers are at looking after their chickens. With this chart and the information you got from visiting and talking with the individual farmers on the first day of this course, you should have a good idea of what has happened to the chickens since the training course.

Remember to discuss with the farmers who is doing the work of looking after the chickens. It is important that all the work is handed on to the women in the community.

Education tip

Active learning

Helping participants to take an active part in their learning is very important as this helps them to remember what they have been learning and makes it easier for them to use what they have learnt, later. When we teach participants we should let them take an active part in the lesson, rather than have them sitting and listening only.

When participants are actively learning, working in small groups or in teams they do not want to stop when we ask them to make a break. They forget about themselves, about having tea breaks or even about their lunch. They are too excited and interested in what they are learning. When this happens, they are really learning. If it doesn't happen, people do not learn very much.

When participants pay a course fee you can know they are interested in what you are planning to teach them and they are likely to take an active part in their lessons.

All successful lessons make sure participants take an active part in learning.

When participants are actively learning, working in small groups or in teams they do not want to stop when we offer them a break. They forget about themselves... they are too excited and interested in what they are learning. When this happens, they are really learning. If it doesn't happen, think again about the way you are teaching. Is it time to start a different activity, plan something else. Boredom kills the learning process.

Lesson 21: Finding what problems the chicken farmers have and working out what can be done to fix them



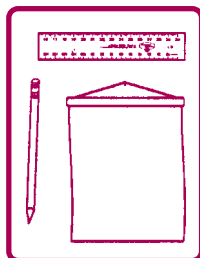
Purpose

- To find out the main problems and difficulties chicken farmers have
- To look at ways of fixing these problems
- To find out what help the farmers need



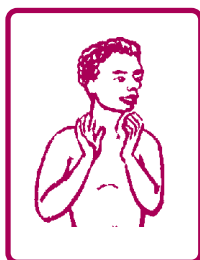
Time

- 60 minutes



Materials

- White or black board



What to do

1. Look at the chart and think about the problems it shows

Look at the chart together. Ask the participants to tell you the problems that make free-range chicken farming hard for them.

2. Talk about the main problems with breeding chickens

List the main problems and possible causes on a separate flip-chart or on the white/black board as shown in the example below. Each group you teach may have different problems. However the main problems we found in our follow-up courses were as follows:

Example table only, the groups you are teaching may have different problems from this list

Main problem	Possible causes	Possible solutions
Many eggs disappear	* Kids are stealing and eating the eggs	* Teach the kids about chicken farming and why they should not steal the eggs (maybe punishing them as well)
	* Rats are eating the eggs (you will find the shell near by if this is happening)	* Set rat traps * Get a cat that will catch the rats... but you need to protect the chicks from the cat
	* Hens are eating their eggs while they are sitting on them	* Give hens enough food near the nest box twice a day
	* Snakes	* Hard boil some eggs and leave them where the snake will get them. If snakes eat a cooked egg they will die.
	* Chickens are eating their eggs after they lay them and before they start sitting on them	* Take her eggs away from the nest as soon as she lays them and keep them in a cool, safe place. Put the clay eggs you have made, in the nest to replace her eggs. Once the hens stops laying any more eggs and starts sitting properly on the clay eggs you can take them away and put her true eggs back in the nest for her to sit on and hatch.
Chicks do not hatch out of the eggs after 3 weeks	* You have let a young hen sit on the first eggs she laid	* Eat the first eggs that a young hen lays as they are usually small and do not hatch well
	* The eggs the hen sits on are too small	* Feed the chickens better so she will lay bigger eggs and do not let her sit on small eggs
	* You have not fed the hens who are sitting on eggs enough food and therefore they leave the nest for too long to find food. The eggs get cold and the chicks inside the eggs die.	* Make sure that hens are given plenty of food near the nest box when they are sitting on the eggs. Putting the nest box in your house where you eat will help you to remember to give the hen food at the same time as you eat.

Main problem	Possible causes	Possible solutions
Not many chicks hatch out of the eggs the hen is sitting on and many eggs do not hatch at all	* Hen is not given enough food nearby while she is sitting on the eggs. Therefore, she leaves the nest for a long time to find food and the eggs get cold. This causes the chicks inside the eggs to die.	* Give the hen enough food nearby so she does not have to leave the eggs for a long time. * Use a nest box with dry grass in it so that it is easier for the hen to keep the eggs warm
	* Eggs are too small and the chicks inside the eggs are too weak.	* The hen needs plenty of food so she will lay big eggs
	* It is the first time the young hen has tried to sit on eggs	* Hens usually get better at sitting on eggs as they get older
	* Rooster is not mating properly with the hens	* Make sure the rooster is fed enough so he can grow well (check his body weight) and mate properly
Many chicks die after hatching	* Eggs were too small and the chicks that hatch are small and weak	* Feed the hen better while she is laying so she will lay bigger eggs
	* Too cold for chicks	* Keep the hen and the chicks in a brooder that is dry so it is easier for them to keep warm
	* Chicks get wet and die because they are cold	* Use a good drinker so that the chicks do not get wet
	* Chicks are not fed properly	* Make sure you give the chicks plenty of good food.
	* Chicks are taken by enemies (pig, dog, tarangau, rat, snake)	* Keep the chicks and their mother in a brooder with a fence where they are protected from their enemies
Rooster and hens are too small and light	* They have not been given enough good food	* Give the chickens more good food
	* The chickens have worms in their intestine	* Give the chickens a medicine to kill the worms in their intestines *

Main problem	Possible causes	Possible solutions
	* Chickens are sick	* Put the sick chickens in a separate pen and feed them well. You can try to give them antibiotics (amoxicillin 500mg, 1 tablet a day in drinking water for 3-5 days) and see if they recover. You will have to decide to eat them or to try to treat them.
Chickens disappear	* Stealing * Dogs and pigs killing and eating the chickens	* Talk to the whole community/ village to see if they can stop the problem

3. Try to find ways to fix the problems

Ask the participants what can they do about their main problems in looking after chickens.

Fill in the solution column on the flip chart (or use black or white board). It is important that the participants give the solutions to the problems they experience, not you. This is how participants take an active part in learning.

4. Talking again about the things already learnt that will help to fix the problems

Now is the time to again talk about some of the lessons you taught in the first course. Sometimes participants need to be reminded again of what they have been taught.

Make sure that you encourage the participants to continue with their efforts, even if they have not done very well. Nobody knows everything about how to look after chickens when they start.

Successful chicken farmers are people who keep trying, work hard and always try to learn as much as they can about the animal.

Participants can be helped to provide the answers to their problems, but make sure that they are the ones thinking and providing answers. This is how participants take an active part in learning.

Teaching notes

Education tip

The Seven Steps of Planning

Use the seven simple steps of planning: Who, Why, When, Where, What, How and What For. The training course as set out in this book uses these seven steps and helps us to make a plan we can follow as we try to teach men and women about free-range chickens.

* **Who:** Who are the learners? How many farmers will participate in the course? What is their background (culture, way of living, etc.)? What do they already know? What is their experience gender and age? What do you know about them? What other responsibilities do they have? Are their particular times of the year when problems/challenges occur?

* **Why:** Why is this training course happening? What situation/problem calls for this training course? Why do the participants want to be trained?

* **When:** When will this training course happen (weekend, week days, etc.)? How long will the training course be? Are the participants happy with the timing and length of course? Will everything be ready for the course?

* **Where:** Where will the training take place? What is there at the training place that you can use (class room, church, etc.)? Remember that most effective training takes place in the gardens and out with animals... not in the classroom.

* **What:** What lessons will be in the course? What will be in the lessons?

* **How:** What kinds of the training method will you use? (Will you do all the talking; will you and the participants share the talking; will you use photos; will you get people to do things themselves rather than you doing everything for them; etc.?) What kind of skills will you use to run the course (listening skills, talking skills, practical skills)? What kind of materials will you use for the course?

* **What for:** What difference will the training course make to the participants? What new work will they be able to do after the course? What are the objectives of the training course? What should the participants know at the end of the course? How will you make sure the participants know what you have taught them?



The road systems in PNG can be a major obstacle in achieving your planned activities

PART IV

Helpful Training Course Material and Documents

Devotions

Repetition Questions

Test Papers

Evaluation Form

Certificate

Helpful Information about free-range chicken farming

Tools kit and check lists for needed material

Other useful materials



7 Devotions

The devotions below will give you some ideas about subjects that you could talk about with your participants.

If there are pastors in the village where you are taking the course we think you should get them to help in the morning devotions. Ask them to be in charge of at least one morning devotion. However, if there are no pastors, or if you are a pastor, than the suggestions below could help you to get ready for the devotion at the beginning of each day.

Some of the devotional thoughts outlined below are taken from “Footsteps”. Some of the devotions refer to “people who want to help others to make their lives better” or “Christian leaders”. We believe that people taking part in these kinds of training courses want to make life better for others and themselves and are leaders in the community.

7.1 Devotion 1: God cares about you

God is interested in our spirits, our feelings inside and whether our body is sick or well. He is concerned about how we think and care about Him, how we think and care about others, how we think and care about the environment as well as how we think and care about ourselves.

Read Genesis 2,7 and 3,9: How strong is God’s spirit in us

Genesis 2,7: God made us from the “dust of the ground”. Our body is empty if we do not have a spirit. God brings our spirits alive with His breath of life. When God removes His life giving breath from our bodies and we die, our bodies once again return to dust. Therefore our life and everything that is good about us comes from God’s Spirit. The good things about us do not come from what we do but as a gift from God who chooses to give us life.

Genesis 3,9: In these verses God shows us that He wants to have fellowship with us. God made both man and woman to be his friend. God’s first purpose for man was for man to know and love God. He loves us and wants us to love him. He made us so we can talk with Him and listen to Him, to praise Him, to glorify Him and to look after the earth with Him. Sin showed God that we no longer loved Him. We became spiritually dead to God. However, Jesus, God’s Son, opened the way for us to be forgiven for our sins and again love Him. God want to give us His full love through Jesus. Accepting Jesus as Lord and Saviour means we become spiritually alive again. God want us to be alive, spiritually.

Read Genesis 2,18: Having good feelings inside

God made women so that men could have a friend to love and talk to and to help him to live. It was not good for men to be alone. Loneliness can drive us crazy. God saw how important it was that men and women have good feelings inside . God’s work of making the earth and man was not finished until he made women so that men and women could help each other to have good feelings inside . We need our family and our community so that we can be happy and have good feelings inside ourselves and help others to feel the same.

Read Genesis 1, 28 & 29: What we need to make our bodies feel good

God gave the food that was in the Garden of Eden. Man was asked to take care of what God had made in His garden. God asked men and women to help Him look after the plants and animals on the earth. He wants us to care for the soil, air and water around us and all the animals and plants that live here with us. God was very careful how He made the earth and we must be careful how we take look after it for Him. He knew we would need food, water and shelter to be able to live and He provided plenty of these things for us. It is our job to use it without harming it.

Questions for discussion

- * How do you know, in your daily life, that God cares about you?
- * How could what you are learning in this training course show you that God loves and cares for you?
- * Is this training course about our spiritual happiness, our feelings inside or how our bodies feel? (We believe the training course is about all three sections:
 - * Spiritual happiness: Helped by devotions and fellowship with brothers and sisters in Christ
 - * Feelings inside: Helped by fellowship with others, team work and experiencing friendship
 - * How or body feels: Helped by learning about how we can improve our living and food)

7.2 Devotion 2: Placing God first

If our work in helping to improve the lives of others is to be successful, we need to place God first in every-thing we do. However, owning things or trying to improve our level among other men in the village often takes first place in our lives in such a way that sometimes these become our god. Instead, we should make what is said in the book of Proverbs the rule for our actions. It suggests many rules which may help us to work better with God and others.

Read Proverbs 3:1-10

We need to trust in God with all our hearts and souls and not in other men or what we can do ourselves. In facing everything that happens to us, we must keep on believing, praying and doing what the Word of God says we should. Doing these things will help to keep us healthy and happy.

Read Proverbs 4:7-9

How useful our work is to others depends on how we use what we know to help others. If we use everything we know as we try to help others we are likely to do well in what we do at home, at work and in our community. What we know starts with what God has given us and includes what we know about modern science, geography or history, but more importantly includes a love of God and man.

Knowing and using all these things in God's way is called wisdom.

Read Proverbs 9:10-12

Wisdom is first of all about looking up to God as the One who knows everything about us. Many people put their families or their level in the community first, rather than putting God first. How well we do our work depends on how important God is to us as it is from Him that we get the knowledge and skills that we need to help others. Wisdom that comes from God makes us better at doing what He wants us to do.

Read Proverbs 16:3 and 9

These two verses tell us how to give God first place in our lives. He will show us what we should do to have success, even in the smallest things we do.

Our work is not of any use if God is not at the head of all our projects and if we do not place Him at the centre of our work. It is pointless to rise early and to work as long as we can unless we do it for God (Psalm 127:1-2).

Questions for discussion

- * Who do you turn to first for help if you have trouble?
- * How does your level in the community or what you do with your family change how well you do your work?

7.3 Devotion 3: Getting money

Read 2 Thessalonians 3:6-13

The apostle Paul was very worried by a report that some members of the church at Thessalonica were not doing any of the work they should have been doing. Instead they were worrying about other people's business (v 11) and, therefore, did not have enough for themselves to live. This made it hard for the rest of the community who had to give them the things they needed to live (1 Thess 4:2). So Paul said that these people should live in the same way that he did and the Thessalonians should work together so they could get enough money to live on (v 12). Let us look at what Paul did so we can live in the same way as him:

Although Paul, as a missionary, could have asked the churches he had started for money (v 9), he didn't do that but showed them how they should live by looking after himself by working hard. He and his friends worked 'night and day' so they would not make it harder for the church members (1 Thess 2:9).

Paul made money by doing the work he knew how to do. He had learnt how to make tents for people to live in and did this job when he was in Corinth (Acts 18:3). We also need to know what we can do well and do that to get enough money so that we can pay our bills, and have extra for school fees, etc..

Paul worked together with others who knew how to make tents. He did his work with Aquila and Priscilla (Acts 18:1-3, 2 Thess 3:9 'we worked night and day'). You as a chicken farmer should work with other people who also look after chickens or livestock.

Paul used the money he got from his work to look after himself and his friend (Acts 20:34). He also worried about those who had no money or food. He asked the Ephesians to work so they could give help to those who did not have enough (Eph 4: 28). He helped the churches whose members were not Jews to be happy to give help to people in Jerusalem who were Jews but had very little to live on (Rom 15:26-27).

Therefore we, as God's people, are asked to work hard, doing the work we can do well to make money ourselves and as a group so that we can help ourselves and those who do not have enough, whether they are other Christian workers or not.

Working to make money or the things we need to be able to live is very important for our families. In the modern world it is easy to sometimes forget about our families as we work very hard to help others who have nothing. Mothers and fathers should give their children what they need (2 Cor 12:14), while children should help their mothers and fathers when they grow old (1 Tim 5:4).

It will be very hard for us to help our families, the church, our community or ourselves unless we learn how to save small amounts of what we get each week. If we do not do this, our hard work will be wasted. If Joseph had not stored up food in Egypt during the seven years when there was plenty of food, he and his family, both in Egypt and Canaan, would have died when there was a drought and no food (Genesis 41:33-57). If a community works together to save it is easy to be a community that has everything it needs. It is for this reason that we have, in many places, people who work together to put their money in a bank or a society which holds their money safe for them. The money the community has saved together is then used to help the whole community to be able to live better. If we work hard to make money and save some of it we can have a better life ourselves and also be able to help others.

Questions for discussion

- * What are the things that I can do well? How can I use these things so that I have enough to look after myself?
- * How can I help my own family and the other families in my community?
- * Who are the people in the community who do not have the things that they need? How can I help them, and how can my community help them?
- * How can we use our own money and the money our group has to be better at bringing the knowledge and understanding of God to others?

7.4 Devotion 4: Enough is as good as a feast

God's Word has much to teach us about food; how we get enough, whether we should put some aside for later, how good it is for us and why we should share it.

Read Psalm 65. This shows us how good God is at giving us everything we need. This Psalm talks about God giving us rain so that the crops will grow well and produce plenty of food for us to eat. Psalm 68, 104 and 107 tell us the same story.

Joseph (Genesis 41) wisely stored food when there was plenty of rain so there would be enough food for the time when there was no rain. The writer of Ecclesiastes says five times that being able to eat good and tasty food is a gift from God. God gave wild birds (quail) to eat and other food (manna) to the Israelites in the desert. Read Exodus 16.

God does the same today as he gives us as much food as we need. It is easy to forget that the food that we grow or the money we earn to buy food comes from God. We may be tempted to store too much food or money. When we have too much food or money for ourselves we must be careful that we don't forget that it came from God and that we need to give some to the people near us who don't have enough. In the story of the Israelites (Deuteronomy 6 and 8) Moses warns the people with the words, "When you eat and have had enough, be careful not to forget the Lord your God". In the story of the rich fool (Luke 12) Jesus tell us that we must not get too much money or things and that we must not forget to help others.

It is good that in this training course we are thinking about making sure there is enough food, making sure we have the right kind of food and making sure we plan ahead. This work of having enough food for others and ourselves, in places like PNG where there is seldom too much food and where there is not enough food sometimes, is part of the work that God wants us to do.

Out of love for Him we must make sure our friends and relatives have enough so that they can give thanks to God, as well.

Questions for discussion

- * From the story in Exodus chapter 16 discuss what we can learn about how the food God gave the Israelites became full of grubs and bad and could not be eaten if it was kept for a long time. What should we think about storing food that we do not need?
- * Read 2 Corinthians 8:13-15. Think and talk about who has plenty of food in your community and who doesn't have enough food. Talk about how the food you and others have could be shared more evenly.
- * Pray that God will make us try to help those who hardly have enough food to stay alive from day to day in our country and other countries.

7.5 Devotion 5: Making the community a better place to live in

Many Christian groups are worried about either the needs of people's spirits or the needs of people's bodies.

- * What is the most important thing for us as Christians to be worried about?
- * What can we learn from the Bible about this?

What were the most important worries for Jesus? Read Luke 4:18-20.

Here Jesus, for the first time, says why he came to the earth as a man. This was also written about in Isaiah 61:1-2, hundreds of years before the birth of Jesus. What are the reasons which Jesus gives for his coming?

Are they more to do with people's spiritual needs, or the needs of their bodies for food and drink - or both?

What should the most important worry for us be? Read Luke 10:27.

Christian leaders who work to make the community better must remember what Jesus said and did and try to do this too.

How should we love God? What does it mean to love the person living next to you or the person standing beside you in the same way that you love yourself? Are we truly worried about how well they are living, both whether their body is strong and healthy and if they are strong in their spirit? Jesus was worried about peoples' bodies as well as their souls. He made the sick better at the same time that he preached and taught. We too must be worried about peoples' bodies and souls. When Jesus sent out his twelve disciples to preach, teach and look after others, he told them that they must heal the sick and to be worried about how strong others were in their bodies, as well as preaching the Good News of Jesus Christ to them.

How should we do this? Read Matthew 28:19-20.

This is known as the 'Great Commission'. It is what Christians must do. It is an order from God! If we follow this order, all of us who are trying to improve the life for people in the community also need to share what we know and believe about God so that others will also get to know Him. We believe that working to try to improve the way people look after themselves and their community and to let more people know about the love of God are both important things for us to do. If we try to do only one of these jobs without doing the other at the same time, we will not be able to do either as well as if we do both together.

Questions for discussion

- * What are the things that are most important to you?
- * Think about how you could do what is most important to you in your family and community.

7.6 Devotion 6: Caring about what God has made

'Be fruitful and multiply, and fill the skies and seas.' With this blessing in Genesis 1:22, God filled the sky, land, and sea with many different living things! 'You have made many things Oh Lord! In wisdom you have made them all; the earth is full of the living things you made'. (Psalm 104:24). Because of all the good things that God has made, all living things want to thank Him and say he is great. (Psalm 148).

Read John 3:16 and Psalm 104

How much does God care about the world he has created?

Read Genesis 6-9

What did God do when men started to do the wrong thing?

Later he promised eternal life to those who truly follow Jesus (John 3:16), but he warns of destruction to those who destroy the earth (Revelation 11:18). God wants us to look after what he made.

Read Ezekiel 34:17-19

What does this passage show us about how we should treat what God has made? How should we think about the needs of other people and other living things?

Because God made all things and holds all things together through Jesus (Colossians 1:15-20), everything belongs to him. While God leads us to good food and pure water (Psalm 23), the earth belongs to God alone (Psalm 24:1). We do not own for ourselves alone what He has given us. We must share what he has given us with everyone and not try to keep it for ourselves for it is given for everyone and not just for us.

What are we doing to care for all the things living things that God has made? Are we too selfish, wanting everything for ourselves? (Matthew 6:33). Do we make sure that all the flowers, birds and other animals that used to live on our land can still live on our land or in our community? Do we make sure that all the different plants we and our fathers and mothers before us, use for our food and medicines keep growing? Making sure that our gardens are places where the living things God made can live and grow well is a good way of telling God that we are very happy with what he has done for us.

Questions for discussion:

- * What are some of the things that we can do that will spoil our land?
- * What can we do that will make sure we do not spoil our land?

8 Checking, Test, Evaluation Form and Certificate

8.1 Questions to see whether participants have learnt what has been taught - First part

Questions to see if people remember what was taught in the first part of the training course (correct answers are in brackets)

- What kinds of free-range chickens are there in PNG? (Australorp, Red, naked neck, cross breeds)
- How many eggs can you expect from a free-range hen in a year? (50 - 150)
- Give three reasons why free-range chickens are good for PNG villages? (Strong, good brooders, good at looking for their own food, good in taking care of their own chicks)
- Mention four good things you will get if you look after free-range chickens? (Eggs, meat, manure, money)
- Mention four things a chicken farmer must do if they want to be a good chicken farmer? (Feed chickens twice a day, give chickens fresh water every day, keep the chicken house clean (manure goes into the garden to help green leafy crops to grow strong), learn from other chicken farmers, make sure someone will look after your chickens if you are going away for a few days)
- How many hens/roosters can you keep in your 2m x 2m shelter? (10-15)
- What are the 4 biggest problems that can harm your chicken business? (Stealing of chickens, poor feeding, wet chicks, hen are eating their eggs and roosters are killing the young chicks, internal parasites)
- Mention 5 reasons why you need a chicken shelter? (Keeps the chickens safe from their enemies (pigs, birds, dogs), the hen is not frightened when she is sitting on her eggs, protection from thieves, protection from hot sun, protection from wet and muddy ground, easy to collect eggs in the morning)
- Why do sitting hens need a nest box? Give two reasons. (Fewer eggs broken, hens like a dark, quiet place to sit on her eggs)
- Why do you need a brooder? Give three reasons. (Keeps the young chicks safe, they can be kept warm easily, easy to feed them good food and to look after them)

8.2 Questions to see whether participants have learnt what has been taught - Second part

Questions to see if people remember what was taught in the second part of the training course

- How do you recognize the difference between a good hen and a poor hen? (Large red shiny comb)
- After how many months a chicken is fully grown under normal conditions? (4-5 months)
- After how many months do free-range hens start to lay eggs? (8-12 months)
- What kinds of food are needed for chicks? (Cooked sweet potatoes, cassava or taro (energy), insect, worms, cooked beans and if possible stock feed (protein), cooked greens (protective))
- What food helps the hen to produce egg shells? (Grinded limestone, old and dried eggshells, broken corals, river sand)
- Why do most chicks die in the village? (wet and cold, dogs)
- What helps our body to grow? (protein food)
- What helps our body to work? (energy food)
- What helps our body to stay healthy? (protective food)
- How many eggs a hen lays before she becomes broody? (10-20 eggs)
- What can you do to prevent chicken from eating their own eggs? (make clay eggs and take the true eggs away until the hen gets broody)
- How many eggs can a hen hatch successfully? (8)
- Which eggs you select for hatching and what do you do with the left over eggs? (largest eggs and the left over eggs are for eating)
- Why do you need a brooder for chicks? (To protect them from other chickens, to protect them from other enemies, to keep them warm and to feed them good quality food in the first 4 – 6 weeks)
- How long do you keep the hen in the brooder with the chicks? (3 weeks)
- How long do you keep the chicks in the brooder? (4-6 weeks)
- What stands HIV for? (Human Immuno Virus)
- What stands AIDS for? (Acquired Immune Deficiency Syndrom)
- How is HIV/AIDS prevented? (Abstinence from sex, faithful to one sexual partner, using condom)
- How can you improve your soil? (Using compost, using animal manure, making mulch, planting soil improving trees (yar, casuarina))

8.3 Test papers - First part (correct answers on page 136)

Test paper for the first part of training course

Name: _____

1. What kind of chicken did we promote in this training course?
 - a) Broiler chicken
 - b) Improved free-range chicken (Mix breed between Australorp and existing village chicken)
 - c) Layer chicken
 - d) Native bird
2. Who in the family will have to look after the chickens?
 - a) The man only
 - b) The woman only
 - c) The children only
 - d) All the family, together
3. Write down four good things you will get from looking after chickens:
 1. _____
 2. _____
 3. _____
 4. _____
4. Write down four things you will need to do to make sure you will be a good chicken farmer:
 1. _____
 2. _____
 3. _____
 4. _____
5. What are the things you must think about when you build a chicken shelter?
 - a) Water and food
 - b) Food, shade, water, light, criminals, land ownership, pigs
 - c) Light inside the shelter
 - d) Criminals only
6. What are the biggest problems that can spoil your chicken business?
 - a) Stealing
 - b) Poor feeding and chicken eating their own eggs
 - c) Young chicks are getting wet and dying because they are cold
 - d) All are true, (stealing, poor feeding, chicks get wet and are cold)
7. Why should you have a brooder for your sitting hen and the young chicks?
 - a) To protect the sitting hen and the young chicks from snakes and rats
 - b) To help the young chicks to grow fast
 - c) To protect the hen, the eggs and the young chicks from other chickens and to be able to feed them properly
 - d) To be able to watch them growing
8. How many large chickens can you keep in the chicken shelter that we built (2mX2m)?
 - a) 2
 - b) 5
 - c) 15
 - d) 40

8.4 Test papers - Second part (correct answers on page 136)

Test paper second part of training course

Name: _____

1. How do you know what is a good hen that lay many eggs?
 - a) Her feathers are bent at the tail
 - b) She has a red face
 - c) She has a large red shiny comb and is bigger than most of the other hens
 - d) She likes to sit on eggs
2. How often should you give clean fresh water to the chickens?
 - a) Each day
 - b) Each week
 - c) When the chickens are making noise
 - d) When the chickens are ready to lay eggs
3. What kind of food do you give young chicks (0-6 weeks old)?
 - a) Sweet potato only
 - b) Fresh fish or tin fish
 - c) Corn and greens
 - d) Balanced foods such as greens, corn, beans and if possible, stock food
4. What kind of food can you give to the chickens to stop them from eating their own eggs?
 - a) Grease and oil from the store
 - b) Potato skin and salt
 - c) The broken shells from eggs you have cooked and eaten
 - d) Nescafe
5. How many months old will a hen be before she starts to lay eggs?
 - a) 1 month
 - b) 3 months
 - c) 9-12 months
 - d) 15 months
6. Where should you put the brooder?
 - a) Into your house where you cook and eat
 - b) Into your toilet house
 - c) Into your garden house
 - d) Into your chicken house
7. How many healthy eggs can you put under a brooding hen?
 - a) 5
 - b) 8
 - c) 15
 - d) 20
8. Why is it helpful to use artificial eggs for breeding?
 - a) Because the artificial eggs in the nestbox help the hen to lay more eggs
 - b) Because the hen thinks that artificial eggs look nice and beautiful
 - c) To help the hen to lay her eggs in her nest box, to protect the eggs from breaking and to make use of the eggs she cannot hatch
 - d) To help the hen to become a good mother
9. When should you put the nest box in the brooder?
 - a) When all the young chicks have hatched
 - b) When the hen starts sitting on the eggs
 - c) Before the hen start laying eggs
 - d) When the nest box is empty

8.5 Evaluation Form

Write down three things that you liked during this training course.

1.
.....
2.
.....
3.
.....

Write down one thing that you did not like in the course

1.
.....
.....

What would you try to do better in this training course if you became the instructor?

.....
.....
.....
.....
.....



**The Salvation Army
Training Chicken Farming**

Certificate

This is to certify that _____ has successfully

completed the training course in Chicken farming in Oiyana,

29th July to the 2nd of August 2002.

Dispela pepa i tok olsem, _____ em i bin trenim

na kamap gutpela tisa long lukautim kakaruk.

Trening i bin kamap long Oiyana long de 29 long 7 mun igo long de 2

long mun namba 8 long yia 2002.

John Hagen
Program Assistant

Anis Libaba
Teacher

Janet Nehaya
Teacher

9 Helpful information about free-range chicken farming and other things mentioned in the manual

9.1 Addresses

The Salvation Army Agricultural Development Program, P.M.B. 3, Kainantu,
Phone/Fax: (675) 737 1274, Email: salvo@datec.com.pg

The Salvation Army PNG Social Services, P.O. Box 1323, Boroko N.C.D.,
Phone: 321 6000 or 325 5522, Fax: 321 6008 or 325 3534

The Salvation Army HIV/AIDS Program, P.O. Box 1323, Boroko N.C.D.,
Phone: 321 6000 or 325 5522, Fax: 321 6008 or 325 3534

National Agricultural Research Institute, Headquarters, P.O. Box 4415, Lae 411,
Phone: 479 1444, Fax: 479 2242, Email: nari@datec.net.pg

National Agricultural Research Institute, Livestock Research Programme Labu, P.O. Box 1639,
Lae 411, Phone: 475 1066, Fax: 475 1248, Email: pikah@global.net.pg

Lutheran Development Services, P.O. Box 291, Lae 411,
Phone: 472 1122, Fax: 472 1638, Email:

Department of Agriculture and Livestock ERAP Research Development Center, P.O. Box 1984,
Lae 411, Phone: 474 9333, Fax: 474 9301, Email:

Department of Agriculture and Livestock, P.O. Box 417, Konedobu, National Capital District,
Phone: 320 2133, Fax: 321 4364, Email:

Liklik Book Information Centre Lae, ATCDI Unitech, PMB Lae,
Phone: 473 4781, Fax: 473 4303, Email:

PNG National AIDS Council Secretariat (NACS), P. O. Box 1345, Boroko N.C.D.
Phone: 323 6161, Fax: 323 1619, Email: nacs@nacs.org.pg

PNG University of Technology, Department of Agriculture, PMB Lae
Phone: 473 4451, Fax: 475 7373

9.2 Useful websites in PNG

AESOP ... <http://www.aesop.org.au>

AT projects ... <http://www.global.net.pg/atprojects>

ACIL ... <http://www.acil.com.au>

BESO ... <http://www.beso.org>

Conservation Melanesia ... <http://www.ngo.org.pg/conmel>

Eco-Forestry Forum ... <http://www.ecoforestry.org.pg>

ICRAF ... <http://www.ngo.org.pg/icraf/>

NANGO ... <http://www.ngo.org.pg/nango>

NRI ... <http://www.nri.org.pg/>

Partners with Melanesians ... <http://www.ngo.org.pg/pwm>

PNG Trust ... <http://accu.topica.ne.jp/literacy/pngtrust/j.htm>

POM City Mission ... <http://www.ngo.org.pg/pmcm/>
 Timber and Forestry Training College ... <http://www.tftc.org>
 Village Development Trust ... <http://www.global.net.pg/vdt/>
 Volunteer Service Abroad ... <http://www.vsa.org.nz>
 World Vision PNG ... <http://www.global.net.pg/wvision/>
 VSO ... <http://www.vso.org.uk>
 UNDP Papua New Guinea ... <http://www.undp.org.pg>
 Papua new Guinea University of Technology Lae: www.unitech.ac.pg
 Peace Corps...<http://www.peacecorps.gov>

9.3 Literature

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Department of Primary Industry, *Oi kain kakaruk - oi olstrelop kakaruk*, Department of Agriculture and Livestock, P.O. Box 417, Konedobu, National Capital District, Papua New Guinea, Phone: 320 2133, Fax: 321 4364, Email:

FAO, 1968, *Poultry keeping in the tropics*, Food and Agriculture Organization of the United Nations, Rom, Italy

Footsteps Newsletter, Tearfund, P.O. box 200, Bridgenorth, Shropshire, WV16 4WQ, UK, Email: footsteps@tearfund.org

Meitzer, L.S., and Price, ML. (1996), *Amaranth to Zai Holes, Ideas for growing food under difficult conditions*, Education Concerns for Hunger Organizations

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Vella Jane, 1994, *Learning to listen, learning to teach: the power of dialogue in educating adults*, Jossey-Bass Inc, Publisher, 350 Sansome Street, San Francisco, California 94194

Wlodkowski R.J., 1999, *Enhancing adult motivation to learn, A comprehensive guide for teaching all adults*, Jossey-Bass Inc, Publisher, 350 Sansome Street, San Francisco, California 94194

10 Check lists and tool kit for needed materials

10.1 Tool kit

The best toolkit for the workshops has:

Carpentry tools

- 5 hammers
- 3 pairs of pliers
- 2 pairs of tin snips
- 3 saws
- 2 bush knives
- Enough nails to build a sample chicken shelter, brooder and nest box

Teaching tools

- Black board or white board
- Butchers paper
- White board markers and permanent markers
- Livestock for demonstrations
- Photos, drawings
- Prepared course training schedule
- Prepared course rules
- Note books
- Trainer's manual
- Personal teaching notes

Other helpful tools

- Camera to take photos of the course
- Artificial clay eggs to show them an example

10.2 Check list of material needed for 20 participants for training course, part 1

Course leaders teaching material

- Black board or white board
- Chalk or white board markers
- Butcher's paper
- Permanent markers
- Training course schedule
- Training course rules
- 20 Name tags
- List of participants
- 20 Test papers
- 20 certificates
- Camera
- If necessary, a tarpaulin to build a temporary classroom

Materials needed for Participants

- Carpentry tool kit from 10.1
- 20 Notebooks or exercise books
- 20 Pens or pencils
- 20 Booklets "Lukautim kakaruk"
- 20 packs of nails for building the chicken shelter. Each pack should contain: 25 x 4 inch nails, 30 x 3 inch nails and 30 x 2 inch nails.
- 20 packs of nails for the brooder and the nest box. Each pack should contain: 30 x 3 inch nails, 30 x 2 inch nails, 50 x 1 inch nails
- 4 tyre strips for the door hinges for each participant
- 20 lengths of chicken wire mesh (60cm X 400cm) for brooder

Food contributed for course participants lunch

- 4 kg rice per day
- 4 packets of noodles per day
- 2 tin fish (500gr) or 2 tin meat (500gr.) per day
- 100 tea bags for 1 week
- 1kg sugar per day
- 1 packet of powder milk (250gr)
- 2kg self raising flour per day to make fried scones
- 1 liter oil per day
- Salt, Soya sauce
- If necessary, Pans, cooking tools (knives), plates, cups and spoons
(Food for leaders, breakfasts and dinners is not included in this list and they must provide them separately)

Course leaders personal luggage

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Pack bag | <input type="checkbox"/> Toilet paper |
| <input type="checkbox"/> Sleeping bag | <input type="checkbox"/> Changes of clothes |
| <input type="checkbox"/> Pillow | <input type="checkbox"/> Torch |
| <input type="checkbox"/> Soap | <input type="checkbox"/> Coleman Kerosene lamp with spare mantel |
| | <input type="checkbox"/> Kerosene |

10.3 Check list of material needed for 20 participants for training course part 2

Course leaders teaching material

- Black board or white board
- Chalk or white board marker
- Butcher's paper
- Permanent marker
- Training course schedule
- Training course rules
- Artificial egg as a demonstration
- 20 Name tags
- List of participants
- 20 Test papers copied
- 20 Evaluation papers copied
- 20 Certificates
- Camera
- If necessary, tarpaulin to build temporary classroom

Material for Participants

- 40 hens and 20 roosters (free-range chicken)
- 20 plastic bags with 1kg of stock feed
- HIV/AIDS information material

Food contributed for course participants lunch

- 4 kg of rice per day (if lunch is provided)
- 4 packets of noodles per day
- 2 x 500 gr tinned fish or 2 x 500 gr tinned meat per day
- 100 tea bags for 1 week
- 1kg sugar per day
- 1 packet of powder milk (250gr)
- 2kg self raising flour per day for scones
- 1 liter oil per day
- Salt, Soya sauce
- If necessary, pans, cooking tools (knives), plates, cups and spoons
(Food for leaders, breakfasts and dinners is not included in this list and they must provide them separately)

Course leaders personal luggage

- Pack bag
- Sleeping bag
- Pillow
- Soap
- Toilet paper
- Changes of clothes
- Torch
- Coleman Kerosene lamp with spare mantle and generator
- Kerosene

10.4 *Materials check list for follow-up training course*

Course leader's teaching material

- Black board or white board
- Chalk or white board marker
- Butcher's paper for chicken story chart
- Permanent marker
- Training course schedule
- List of participants
- Camera
- If necessary, tarpaulin to build a temporary classroom

Materials for Participants

- Some hen and roosters for sale and to bring new chicken blood into the village
- Some stock food for sale

Food for course (lunch for only 1 day)

- 4 kg of rice
- 4 packets of noodles
- 2 tin fish (500gr) or 2 tin meat (500gr.)
- Tea bags and sugar for 1 tea break
- Salt, Soya sauce
- If necessary, pans, cooking tools (knives), plates, cups and spoons

Course leader's personal luggage

- Pack bag
- Sleeping bag
- Pillow
- Soap
- Toilet paper
- Change of clothes
- Torch
- Coleman Kerosene lamp with spare mantel and generator
- Kerosene

11 Other useful materials

11.1 Survey form for extension visit before the follow-up training course

Chicken Farmer Survey / Name: _____ Village: _____ Date: ___/___/___

1. How many chicken is the farmer looking after?

* Laying hens: _____

* Big Roosters: _____

* Young chickens: _____

2. Weight of breeding hens and roosters?

* Hen # 1: _____

Hen # 4: _____

Rooster # 1: _____

* Hen # 2: _____

Hen # 5: _____

Rooster # 2: _____

* Hen # 3: _____

Hen # 6: _____

Rooster # 3: _____

3. How healthy do the chickens look?

4. How good is the chicken shed?

Very clean and tidy

Clean and tidy

Dirty and untidy

Other comments:

5. Does the farmer allow the grown up chickens out of the chicken house?

Very often (morning to evening)

Sometimes (2-4 hours a day)

Seldom (less than 2 hours a day)

Other comments:

6. Finish the table about the food you saw in the chicken shelter?

	Lots of food	Little food	No food	Greens only	Kaukau sugar	Water
House 1						
House 2						

7. Farmers problems and comments

11.2 Test Answers

Correct results test paper 1st part:

1) b, 2) d, 3) see chapter 4.3.3, 4) see chapter 4.3.3, 5) b, 6) d, 7) c, 8) c.

Correct results test paper 2nd part:

1) c, 2) a, 3) d, 4) c, 5) c, 6) a, 7) b, 8) c, 9) b.



Evaluation Form for Free-range Chicken Manual

1. Personal Details - please note your name and contact details are optional:

Name: _____
Position: _____
Organisation: _____
Address: _____
Phone: _____
Fax: _____
Email: _____

2. How did you use this Handbook?

- Read only
- Used (or adapted) as a training course
- Used parts of the Handbook for another training topic

If you used the Handbook for a training course, could you please attach a copy of your session plan or timetable

Please provide any other comments on how you used the handbook:

3. Content of the Handbook

- | | | | | |
|--|--------------------------|-----|--------------------------|----|
| 3.1 Does the Handbook flow logically between sections? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.2 Are there any sections which should be shorter? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.3 Are there any sections which should be longer? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.4 Are there any sections that are unnecessary? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.5 Are there any topics you would like to see added? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.6 Could the content be improved? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.7 Is the language easy for you to understand? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3.8 Did you use the Pidgin version? | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |



Please provide any additional comments or reasons for your responses below:

4. Layout of the Handbook

- 4.1 Could the layout of the Handbook be improved? Yes No
- 4.2 Is the font attractive and easy-to-read? Yes No
- 4.3 Do you think the illustrations are appropriate? Yes No

Please give any additional comments or suggestions on the Layout:

5. Other Comments

Please provide any additional comments you have below:

Please return this form to:
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